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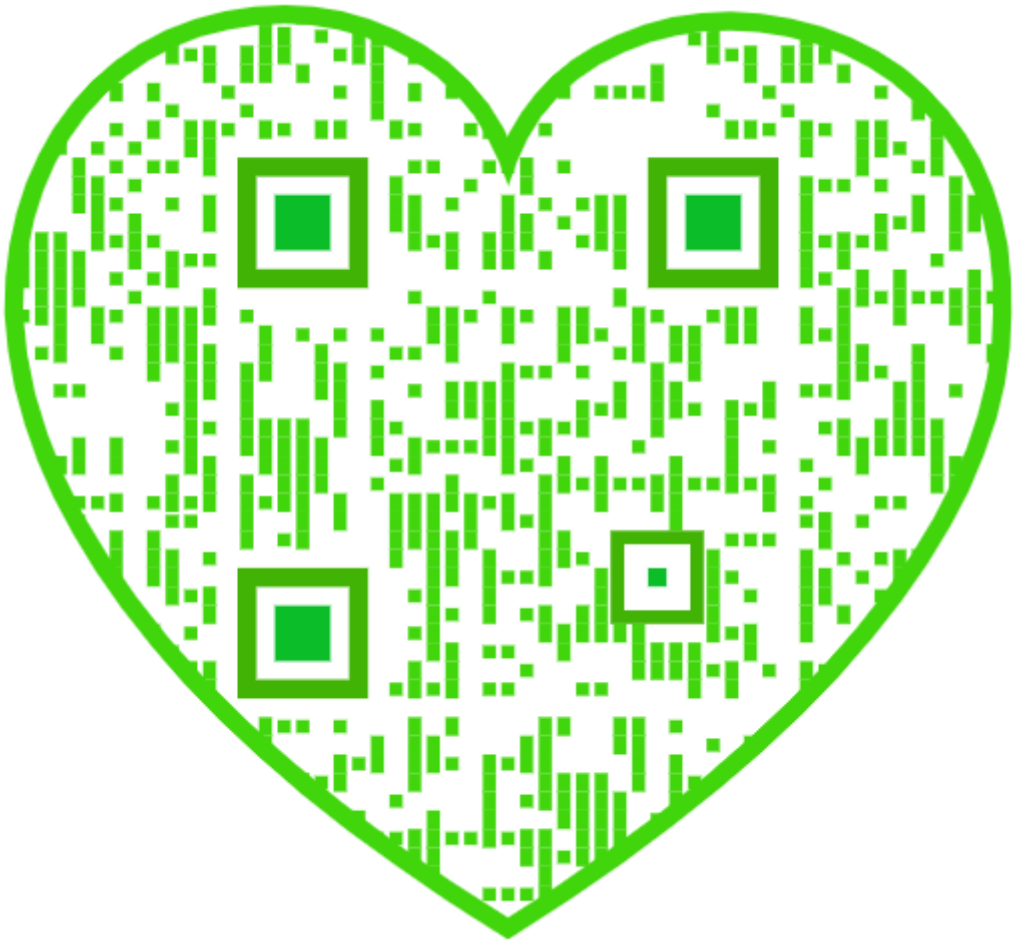

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EDUCATIONAL WORK OF THE BOY SCOUTS

By

LORNE W. BARCLAY

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BOY SCOUTS OF AMERICA

[Advance sheets from the Biennial Survey of Education in the United States, 1916–1918]

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EDUCATIONAL WORK OF THE BOY SCOUTS.

By Lorne W. Barclay.

Director of the Department of Education, Boy Scouts of America.

Contents.—The scout movement.—Democratic character of the movement.—Nonsectarian and nonpartisan.—Scout leaders.—The plastic age.—Growth and extent of the movement.—Scouting and education.—The scout program.—Scouting and the public schools.—Scouting courses in colleges and universities.—The department of education.—Scout handbooks, etc.—The library department.—Scouting and the movies.—Scouting and war service.—Scouting and juvenile delinquency.—Scouting and soldier making.

THE SCOUT MOVEMENT.

The scout movement makes no claim to supersede the work of home or school or church. On the contrary, it aims to supplement these institutions and to cooperate with them in every practicable way in a sane, all-around development of American youth. Scouting has been described as the process of making real boys into real men by a real program that works. This program is adapted to the boy's leisure hours, but its principles are the kind that permeate every phase of his life, becoming part and parcel of himself. Character development is the keynote of scouting. By precept and practice it instills ideals of courage and honor, cheerfulness and kindness, loyalty and obedience, cleanliness of mind and body, faithfulness to duty, devotion to country, reverence to God. By his oath the scout pledges himself to "help other people at all times," to keep himself "physically strong, mentally awake, morally straight."

He is a better son and brother, a more alert student, a heartier adherent to the church of his affiliation because he is also a good scout. Later on he will be a more responsible and valuable American citizen for his scout training now.

DEMOCRATIC CHARACTER OF THE MOVEMENT.

Scouting knows no bounds of class, or creed, or race. It speaks the universal language of world boyhood. It is the great melting pot of American youth. It aims not to run every boy into one groove, but to help every boy to develop into the fullest manhood of which he is capable, an individual in the truest sense, with recognized responsibility to himself and society.

NONSECTARIAN AND NONPARTISAN.

The scout movement is nonsectarian and attempts no formal religious instruction. Nevertheless, its ideals are in substantial accord with those of the modern church, in their emphasis upon the

service of God, the brotherhood of man. Though having no sectarian bias, the movement numbered among its scoutmasters in 1917, 1,394 Sunday school teachers, 964 Y. M. C. A. workers, and 103 ministers; 7,319 troops were on record in 1917 as organized under the jurisdiction of religious institutions. Thus the cordial mutual relation between the church and the Boy Scouts of America is attested.

From the beginning the Boy Scouts of America was conceived and has since been developed on the broadest possible lines. The movement has kept itself free from all party or political predilections, though holding itself ready at all times to cooperate cheerfully with all institutions and causes dedicated to community and national welfare. Its sponsors are men representing the widest variety of interests, viewpoints, and professions.

SCOUT LEADERS.

Scoutmasters and their assistants are chosen with great care, for the movement recognizes the importance of the quality of leadership offered, and that the success or failure of the scout program in a given troop must depend to a considerable degree upon this leadership.

A scoutmaster must be at least 21 years of age, of proved moral worth and patriotism. He must be an American citizen (or must have taken legal steps to become such) and must be willing to subscribe to the Scout Oath and Law. He must have some experience in boy work and is preferably an "outdoor man," with a fund of nature lore and campcraft at his disposal. Above all, he must be a man of strong personality, with power to command the respect and liking of his boys. He must be the kind of man who practices good scouting as well as preaches it.

THE PLASTIC AGE.

Twelve years is the minimum age requirement for scouts. Fifteen and a half is the average scout age. Boys of 18 or over are encouraged to stay in the movement as assistant scoutmasters, or as associate or veteran scouts. The fact remains, however, that the boy in the early teens is the one with whom the scoutmaster has largely to deal. This means that the boy is in the scoutmaster's hands, in very close personal relationship at the most impressionable and plastic period of his development, when he is most susceptible to influences, good and bad, when the imagination is most open to appeal, when hero worship is the very breath of life.

GROWTH AND EXTENT OF THE MOVEMENT.

Scouting was started in the United States in 1910. In the eight years since a far-sighted group of men met to consider ways and means by which the scout movement could be adapted to meet the needs of American boys progress of the movement has been little short of phenomenal.

There is to-day not a single State, and scarcely a county, in this country in which the movement is not firmly established. In crowded cities, in the small village, in isolated rural communities, scouting is solving the ever present and ever complex boy problem, and solving it effectively. On September 6, 1918, 343,248 scouts were registered at national headquarters, an increase of over 82,000 since the 1st of January of the same year and of nearly 100,000 since the same date of the previous year.

War time made heavy inroads on scout leadership, but even so, in September, 1918, there were 89,640 adult scout leaders on record, which means that over 89,000 American men believe sufficiently in scouting and the scout program to give it their personal sponsorship, time, interest, and leadership.

SCOUTING AS EDUCATION.

Dean Russell, of Columbia University, claims that the movement is the "most significant educational contribution of our time," with a "program that appeals to a boy's instincts and a method adapted to a boy's nature."

The scout method is the laboratory method. It is learning by doing. It gives the boy a host of interesting worth-while things to do at the time when he is most restless and pines most for activity. Moreover, it gives him something he likes to do. It is learning made attractive. It works along the line of normal boy interests and activities. It interprets and gives life and meaning to what might otherwise be dry-as-dust book stuff. It is an eye opener in a hundred directions.

Scouting is literally education. It does not aim to plaster something on from outside. It draws out and cultivates what is already latent within the boy. It provides an outlet for his exuberant energy. It gives direction to his random impulses and crude abilities. It shows him the why and how of things. It makes use of his love of adventure, his chivalry, his passion for outdoors. It teaches him to use his eyes and ears and hands and feet to the best advantage. Above all, it teaches him to use his head.

A scout learns to take care of himself and the other fellow. He knows what to do in case of accident and how to prevent accident. He knows how to build fires in the open, even in wet weather and without matches. He knows how to pitch a tent and how to make himself comfortable under the open sky. He knows how to find his way by night or day in the woods without a compass. He understands fire fighting and fire prevention. He knows the laws of health and obeys them, follows "safety-first" rules himself, and looks after the other fellow who doesn't. He practices signaling and craftsmanship. He studies nature, animate and inanimate. He ties knots that hold. His fires burn. His stews are edible. He learns to do things not

"somewhere near right" but just right. The emphasis is on thoroughness, efficiency, out-and-out trained skill. The scout is deft, quick-witted, level-headed, resourceful. In short, he is "prepared."

There are no "don'ts" in scouting. It is all "do." Perhaps that is the secret, at least one of the secrets, of its success as an educational method. And all the while he is having a real boy good time, hardly aware he is being taught at all. Scouting is recreation plus education. As a school principal once said, "Scouting has done what no scheme has ever done before—made the boy want to learn."

THE SCOUT PROGRAM.

ITS ADAPTABILITY.

One of the chief excellencies of the scout program is its adaptability. It was not devised for a particular type of boy—a city boy, a country boy, a boy with a full purse, a boy with empty pockets, a boy with wise parents, a boy whose home is the street, or the reformatory—but all kinds of boy, any kind of boy, the scout program fits, if rightly applied by a true leader and lover of boys.

ITS PROGRESSIVE QUALITY.

The scout program is progressive and provides its own rewards and incentives for advancement. The scout is always trying to beat his own record. There is no standing still. There is always something just ahead to conquer and achieve. Having passed the tenderfoot stages, the boy goes on to master the second-class scout requirements and after these to the more complicated and difficult attainments of the first-class scout.

MERIT BADGE POSSIBILITIES.

The first-class scout has by no means reached the summits of scouting. The Merit Badge possibilities for further development are practically limitless. They are the electives of scouting, so to speak. They offer 58 different subjects for intensive study, covering such widely diversified boy interests as photography, beekeeping, taxidermy, signaling, astronomy, sculpture. The plan of the Merit Badges is not meant to develop specialists, but to provide an opportunity for every boy to follow up his hobbies and try out his natural gifts and aptitudes. There is something here for boys of every bent of mind. If along the line of any of these subjects the boy finds his destined vocation so much the better. What is perhaps more likely to happen is that the Merit Badge program will have opened the boy's eyes to an almost endless variety of interesting possibilities for side studies and avocations. Merit Badges studies are open gateways to wide fields, which the scout may explore at will.

Merit Badge awards (comparative table).

For—	1917	1916	1915	1914	1913	1912	1911
Swimming	1,898	1,343	993	610	441	177	10
Personal health	1,871	1,158	871	910	698	236	15
Public health	1,831	1,080	836	759	576	225	9
Firemanship	1,735	1,092	777	660	202	85	9
First aid	1,707	1,018	666	470	165	69	2
Craftsmanship	1,236	686	596	474	278	75	1
Carpentry	1,119	649	440	221	76	25	.....
First aid to animals	1,001	554	333	294	102	31	.....
Pioneering	996	488	359	202	81	23	.....
Camping	919	392	374	307	161	52	1
Safety first	908	151	.....	.....	.....	.....	.....
Handicraft	872	426	443	449	135	53	1
Pathfinding	815	516	355	250	121	43	1
Cooking	811	480	418	361	163	44	2
Life-saving	792	532	379	359	234	72	3
Cycling	755	392	394	329	166	55	6
Civics	735	390	350	307	179	50	3
Scholarship	699	398	333	197	10	.....	.....
Athletics	617	297	246	135	54	38	.....
Electricity	599	259	226	126	58	23	1
Signaling	487	271	229	131	93	22	3
Bird study	434	231	162	36	4	2	.....
Machinery	326	215	177	186	73	25	.....
Physical development	311	193	184	5	.....	.....	.....
Automobiling	299	124	108	94	47	16	.....
Gardening	239	171	141	227	126	56	.....
Interpreting	228	130	141	112	52	27	3
Music	188	129	125	118	58	27	2
Bugling	179	116	83	87	155	13	.....
Poultry farming	173	89	68	94	61	23	2
Masonry	168	75	60	102	19	14	.....
Conservation	164	139	96	100	31	15	1
Marksmanship	158	106	88	75	34	12	.....
Chemistry	158	69	88	128	62	23	2
Forestry	153	102	105	121	151	21	.....
Art	122	75	93	156	74	31	1
Painting	113	49	66	100	45	16	.....
Horsemanship	105	42	37	83	50	27	.....
Blacksmithing	92	50	41	23	6	.....	.....
Business	92	71	102	156	82	26	.....
Photography	76	14	28	46	15	9	.....
Surveying	72	38	51	90	54	15	.....
Mining	68	27	29	26	26	6	.....
Printing	62	33	26	33	24	5	.....
Agriculture	62	31	30	7	5	6	.....
Architecture	38	20	21	65	21	7	.....
Dairying	38	8	15	21	9	1	.....
Astronomy	36	25	32	186	96	38	5
Plumbing	33	12	29	75	8	5	.....
Seamanship	28	26	37	57	31	11	.....
Aviation	23	18	12	16	9	4	.....
Bee farming	19	19	39	214	62	25	.....
Leather working	19	17	14	55	15	.....	.....
Stalking	15	5	4	3	4	1	.....
Angling	15	.....	8	3	1	.....	.....
Taxidermy	10	8	7	2	7	1	.....
Sculpture	6	2	10	36	10	1	.....
Archery	3	.....	1	2	.....	.....	.....
Invention	.....	.....	1	8	1	.....	.....
Total	26,728	15,050	11,976	10,499	5,521	1,906	83

The table shows the increase of Merit Badges awarded during six years of scouting.

It is interesting to note that after swimming, a larger number of scouts qualified for Merit Badges in personal and public health than in any other subject offered. The requirements in these two subjects are here given as an illustration of the thoroughness and scope of the work demanded.

To obtain a Merit Badge for personal health, a scout must:

1. Write a statement on the care of the teeth, and show that his teeth are in good condition as a result of proper care.

2. State a principle to govern in eating; and state in the order of their importance five rules to govern the care of his health.

3. Present satisfactory evidence that he has not been absent from school or work for a period of at least six months as a result of his failure to observe these rules.
4. Tell the difference in effect of a cold and a hot bath.
5. Describe the effects of alcohol and tobacco on the growing boy.
6. Tell how to care for the feet on a march.
7. Describe a good healthful game and state its merits.
8. Describe the effects of walking as an exercise.
9. Tell the dangers of specialization and overtraining in the various forms of athletics, and the advantages of an all-round development.

To obtain a Merit Badge for public health, a scout must:

1. State the chief causes and modes of transmission of each of the following diseases: Tuberculosis, typhoid, malaria.
2. Draw a diagram showing how the house fly carries disease.
3. Tell what should be done to a house which has been occupied by a person who has had a contagious disease.
4. Describe the method used in his community in disposing of garbage.
5. Tell how a city should protect its milk, meat, and exposed foods. State what are the laws in his community covering this subject, and to what extent they are being enforced.
6. Tell how to plan the sanitary care of a camp.
7. State the reason why school children should undergo a medical examination.
8. Tell how he may cooperate with the health authorities in preventing disease.
9. Produce satisfactory evidence that he has rendered service in some effort recommended by the public health authorities in the interest of public health.

When one considers that in one year nearly 2,000 scouts qualified for Merit Badges in each of these important subjects, the cumulative effect upon the general health, hygiene, and sanitation of the Nation at large, can hardly be overestimated. This is but one of many phases of scouting education but a vastly significant one.

It is noticeable that firemanship and first aid follow next in popularity, both of them subjects the intelligent study and practice of which are of incalculable service in the prevention of and coping with emergencies, education of the most practical and invaluable sort.

ADVANCED SCOUTING.

A first-class scout who passes, to the satisfaction of the local Court of Honor, Merit Badge tests in first aid, physical development or athletics, personal health, public health and life saving becomes a life scout. A life scout who passes five additional Merit Badge tests becomes a star scout. A first-class scout who passes the tests in first aid, life saving, personal health, public health, cooking, camping, civics, bird study, pathfinding, pioneering, athletics or physical development with 10 additional tests becomes an eagle scout.

These requirements are sufficiently rigorous and demand a considerable amount of specialized training as well as perseverance, determination, and enthusiasm. That boys count the gains worth the pains the facts prove. In 1917, 529 scouts qualified as life scouts, 508 as star scouts, and 219 as eagle scouts.

SCOUTING AND THE PUBLIC SCHOOLS.

In 1917, 2,237 troops of Boy Scouts were organized in connection with schools, and 1,557 scoutmasters were also school-teachers, statistics that show the entire compatibility of scouting with other educational interests.

All over the country schools are following Dr. Eliot's hint that the "Boy Scout movement is setting an example that our whole public-school system ought to follow."

In the high school of Austin, Tex., the Boy Scouts' Handbook is used as a textbook, and scouting may be credited toward graduation, as per specific and detailed conditions set forth in the official course of study. The State University of Texas offers annually three scholarships to Boy Scouts who have attained the rank of eagle scout. This is a type of close correlation of scouting with the public-school system, which is on the increase, and which is most desirable from the standpoint both of the school and of the Boy Scout movement.

Toledo, Ohio, and Chicago, Ill., are among the cities wherein boards of education have by formal resolution, indorsed scouting and recommended its incorporation into the school program.

In Hartford, Conn., the problem of coordination between the scout movement and the public schools was complicated by the system under which the schools are operated. This system places a committee of three in charge of each school, so that besides winning the approval of the board of education, the movement had to meet and overcome a different set of objections or prejudices with each school, and yet scouting is established in 71 per cent of the public schools in Hartford.

Portland, Oreg., is another city in which scouting is strongly entrenched as an extra school program, the troops meeting in the school buildings, without charge by the board of education for heat, light or janitor service. School swimming tanks have been turned over to the scouts certain evenings of the week, as a result of which 200 scouts were taught to swim. Scouts have voluntarily taken charge of playgrounds, have kept order in the halls of the schools, taken charge of fire drills, and of the raising and lowering of flags on school buildings, have given supervision in lavatories, and made themselves generally helpful. On the other hand, the local Boy Scout organization has actively cooperated with the schools to raise the standard of scholarship, by giving a gold and enameled button to each scout who attained an average of 85 per cent in school studies, or to each scout who improved upon his previous month's record, no matter how poor the record. This button could only be retained from month to month, by meeting the conditions named above. If at the end of the school year it was still in the scout's possession he became the permanent owner of the emblem.

The fact that but one button was forfeited indicates the stimulative value of this cooperation.

The limitations of this report preclude a more extended statement of this development of scouting, but the geographical distribution of the cases cited suggests that the incorporation of scouting in the public schools is not limited to a particular section, but is a very general development.

The following points characterize most troops organized in connection with public schools:

1. Scouting is voluntary on the part of the scout leader and the boy.
2. Scouting is a supplementary activity to the regular school program, the church, and the home.
3. The program of scouting is so planned by the scoutmaster as to cover as much of the boy's leisure time as possible, especially during the period when the scout is acting under the direction of the leader, or when he is practicing scouting on his own initiative.
4. The play spirit should characterize scouting.
5. The formalism of school programs should not be imposed upon scouting. In its flexibility, freedom of choice, and adaptability to individual needs, preferences, and abilities rests much of the appeal of the scouting program.
6. Scouting comprises a set of activities in which the boy is anxious to participate, and which have behind them the principles of the Scout Oath and Law.
7. In the leadership of the troop, character building as the end of scouting must be ever kept in mind.

SCOUTING COURSES IN COLLEGES AND UNIVERSITIES.

Courses in scoutcraft and recreational leadership are offered in many univertities and colleges, including the Universities of California, Virginia, Wisconsin, Boston, Columbia, and New York, Reed and Rutgers Colleges and many other schools. These courses are especially designed for the training of scout leaders and others interested in the movement and are planned in cooperation with the National Headquarters Department of Education. They are particularly significant in that they prove that the scout program and method are regarded by authorities as an educational asset.

Boston University offers two $500 scholarships (1918–19) to students whose major interest is the field of leisure time and vocational occupations for boys of scout age.

THE DEPARTMENT OF EDUCATION.

Since 1916 the Boy Scouts of America has maintained a department of education whose province it is to promote the interests of scouting in schools and universities, to offer leadership and guidance to scout officials in arranging for scout training courses under local councils, to hold conferences throughout the country in matters connected with the educational aspects of scouting. The establishment of this department has helped greatly to rouse popular interest in the movement and to interpret scouting as a community asset.

SCOUT HANDBOOKS, ORGANS, AND OTHER LITERATURE.

THE BOY'S HANDBOOK.

Since the founding of the scout movement the Boy Scout Handbook has been increasingly in demand. It is already in its seventeenth printing. Two editions of 100,000 each were required in 1917. It is said to be the most popular boys' book in the world and we are told it is not only boys who find its pages worth while, for it is in great demand among the soldiers of our new army, who are given preliminary training similar to that required of scouts. The handbook is the official interpretation of scouting.

SCOUTING AND BOYS' LIFE.

Scouting, the official organ of the movement for scout officials, and Boys' Life, the official scout magazine for boys, also play an important part in interpreting and disseminating scouting.

Boys' Life has an extensive circulation and aims to give boys inspiring and entertaining fiction of the right sort, as well as biography, current history, nature lore, and other worth-while matter attractively presented. A new department conducted by the chief scout executive, "What Every Scout Wants to Know," deals particularly with the war program of the Boy Scouts of America.

Besides these regular publications the editorial, educational, and publicity departments are constantly issuing new pamphlets and articles interpreting the scout movement from educational and other points of view. The war work of the Boy Scouts of America has been so extensive this last year that it has called for a whole set of literature by itself, as well as taking a large proportion of space in Boys' Life and Scouting.

THE LIBRARY DEPARTMENT.

No survey of the educational work attempted by the Boy Scouts of America would be complete without reference to the library department, which is performing an important function in giving leadership to schools and libraries, by making available lists of really worth while boys' books and helping to weed out the cheap and unwholesome so-called "literature" which falls into youthful and undiscriminating hands and sows evil seed.

Every boy's library, the selected list of boys' books which are published in Scout Edition under the supervision of a group of our country's leading librarians, continues in popularity with the boys themselves and has met with so much approbation from libraries that the department is greatly encouraged as to the value of what it is endeavoring to accomplish in giving boys the right sort of reading matter.

SCOUTING AND THE MOVIES.

Another phase of the work of the library department more recently developed is its service as literary adviser to a motion-picture company. As a result of this collaboration a score or more of films have been put into circulation, notably the "Knights of the Square Table," by Chief Sea Scout James A. Wilder, also of Pine Tree fame, and "The Star-Spangled Banner" and the "Unbeliever" (The Three Things), both by Mary Raymond Shipman Andrews. All three of these plays are inspiring, educational, and patriotic, tending to spread ideals of the highest type, as well as containing the human element and a wealth of laughter and tears.

SCOUTING AND WAR SERVICE.

When our country entered the world war the full strength of the Boy Scouts of America was immediately made available "as a potential asset to the country for cooperative effort." The results even exceeded the high expectations of those who had abundant faith in the efficacy of the movement as a community and national factor. With ever-increasing calls for service the Boy Scouts of America have met every demand with credit to themselves and the organization and have come to be recognized as an important adjunct to the national program of war activities.

Immediately upon our entrance into the war a scout coast-guard service was organized and made available for use by the Navy Department should occasion warrant. Important work was also done in locating wireless outfits and rendering other services, details of which may not yet be given, in cooperation with the Naval Intelligence Bureau.

Under the direction and at the invitation of the War Department various services have been rendered. A nation-wide canvass of standing black walnut timber was conducted by scouts for the benefit, respectively, of the Ordnance Department and Bureau of Aircraft Production in the manufacture of gunstocks and propellers. The timber was reported to the Forest Service, which tabulated the results of the census and made it available for the needs of the War Department.

In cooperation with the American Red Cross and under the direction of the Gas Defense Division of the Chemical Warfare Service effective work was done by scouts in collecting fruit pits and nuts for Government use in manufacturing gas masks. Hundreds of tons of the material were collected and in many towns scouts had entire charge of the work, collecting, bagging, checking up, and shipping.

Working under the Committee on Public Information and at the direct request of the President, Boy Scouts have distributed patriotic literature and helped keep the public informed as to various aspects

of our war situation. They also did important distribution and propaganda work under the auspices, respectively, of the Food and Fuel Administrations.

During the summer of 1918 a farm labor canvass for the State of Pennsylvania was conducted by scouts, working under the United States Public Service Reserve, and in many places scouts have made a census and secured lists of available boarding and lodging houses for munition factory and shipyard workers.

Scouts have actively cooperated with all the great patriotic agencies, such as the American Red Cross, Y. M. C. A., Knights of Columbus, War Camp Community Service, etc. They have been ready to answer every call and have done effective work as messengers, guides, clerks, orderlies, ushers, intelligence officers, first-aid instructors and model "patients," canteen workers, cooks, collectors of salvage material, books and magazines. They have, in short, served in hundreds of capacities, making themselves generally useful in community and national work. They are enrolled by thousands as Victory Boys, pledged to "earn and give" in order to insure the well-being and happiness of our men in uniform.

Perhaps the most conspicuous service rendered by the organization is the work done for the Treasury Department in connection with the liberty loan and war-stamps campaigns.

In the first three loan campaigns, serving as "gleaners after the reapers," scouts sold 1 out of every 23 bonds sold throughout the whole country, and this in addition to an immense amount of miscellaneous service rendered to local committees, banks, etc. Final statistics are not yet available as to results of scout participation in the fourth campaign, but returns now in justify the belief that an even higher record of achievement was made.

Using the special red post card printed for their use by the Government, scouts have sold war savings and thrift stamps amounting at the present time to approximately $40,000,000. It is expected that this sum will reach the $100,000,000 mark by January 1.

When Mr. Hoover made his plea from overseas to the American people for intensive food production and rigid conservation measures, scouts were among the first to heed the word. Thousands of war gardens were immediately started. In many cases as many as two and three hundred acres were under cultivation by Boy Scouts. This work gallantly begun in the spring of 1917, under the slogan "Every Scout to Feed a Soldier," went on unabated during the 18 months of our participation in the war and will no doubt go on through 1919, since the need for food production will be greater and not less as the months go on. Scouts have spread war-garden and food-conservation propaganda, operated hundreds of thousands of war gardens, worked on farms, in farm camps, in orchard and berry

field, and canning factory, literally adding tons of food produce to our country's resources.

Space does not permit a detailed discussion of work done by scouts in this connection. The story would fill a book in itself. A few instances must suffice.

In 1917 Boy Scouts operated a Government-owned tract of 175 acres and raised a corn and market vegetable crop worth some $10,000. The land was in a wild state—a tangle of wood and shrubbery when the boys attacked it. They cut down trees, cleared the brush, pulled the stumps and roots, prepared the soil, planted, cared for, and harvested the crop themselves and all the work done was purely voluntary, devoted to soldier feeding, not to gain.

In Portsmouth, Ohio, six medals were offered by the city for the six best gardens, and when the announcement of awards was made it was found that, competing with 2,000 gardeners, Boy Scouts had carried off all the six prizes.

During a shortage of labor last year, when an exceedingly valuable potato crop was in danger of going to waste along the Eastern Shore, scouts from Washington, Baltimore, and the vicinity came to the rescue. They were housed in camps, each camp under the charge of a scoutmaster and moving from farm to farm until the work was finished. A scout is prepared.

During the past summer 150 Boy Scouts of Dallas, Tex., with four cooks, four scoutmasters, and a scout executive, undertook and successfully carried out a peach-picking summer camp. The peaches were picked, packed, and shipped, amounting to 76 carloads in all, and the whole job was done by boys under 18, trained, disciplined, under competent leadership, willing and able to work in good earnest in a good cause.

These stories might be duplicated a dozen times, told in terms of strawberries, cherries, corn, apples, and what not. In many cases scouts have gone extensively into the canning and drying industry, often making their own equipment for the purpose. In New York City particularly valuable service was rendered in cooperation with the city kitchen. Scouts helped collect waste from the markets, piers, and terminals, and sorted it for use in the canning and dehydrating work done by the women operating the kitchen.

These manifold services rendered the Nation by scouts during the past strenuous months have been a real contribution to our war-winning program, but what the work has meant to the boys themselves is of even greater significance. The lessons of thrift and self-denial and hard work, of comradeship and loyalty, clean team play, patriotism, and unselfish service have not been learned in vain. His country means more to a Boy Scout because he has worked for it, given to it, served it with might and main. The scout movement

is dedicated to good citizenship making, and in their splendid cooperation with the Nation in its time of stress and strain Boy Scouts have made preparation for future usefulness as American citizens.

SCOUTING AND JUVENILE DELINQUENCY.

The present crisis brings with it the fear that juvenile delinquency may increase here in America, as it has done in the warring nations of Europe, unless effective measures are taken to prevent the evil. Scouting is an effective antidote for the poisons of undisciplined lawlessness. Scouting will supply the leadership made necessary by the departure for war of natural guardians of youth.

Judge Porterfield, of the Kansas City Juvenile Court, says:

> If every boy in the city would join the Boy Scouts, the gangs would disappear, the juvenile court would be a stranger to the youth, and we would rear a generation of men that would not require police protection. I have never had a Boy Scout in my court, and there are 1,200 of them in Kansas City.

Dean Russell, of Columbia University, says:

> One lesson of the present European war is that American boys must be trained in patriotism and in those homely virtues which would make for civic order and social stability. For this purpose, I know of no means so effective as those employed by the Boy Scouts. I hope to see the time when every American schoolboy will look forward to becoming a good scout and will be trained to incorporate the ideas of the Boy Scout into his life as an American citizen.

Scouting is not a reformatory movement. It was devised for the normal boy, neither very good nor very bad. Nevertheless, it is a very effective instrument for "straightening out crooked sticks." One has only to go to the Glen Mills Station (Pa.) Reformatory, where scouting is doing a splendid work of regeneration, to discover this. One juvenile offender committed to the reformatory and there developed into a first-class scout said recently that he liked being a scout "'cause it gives a fellow a chance to learn something all the time and help the other fellow." He had the whole spirit of the movement crystallized in his mind. That is what scouting can do, believing as it does that there are no bad boys, but some misdirected boys.

SCOUTING AND SOLDIER MAKING.

The Boy Scout movement has never believed it was a part of its province to develop amateur soldiers. It encourages drill only as a means, not an end, in the interests of quick mobilization, precision of movement, proper posture, and discipline. Its program does not include technical military training. That, it believes, can easily be added later if necessary, built upon the foundation of good health, good habits, efficiency, resourcefulness, loyalty, obedience, and trustworthiness. The scout is trained to responsibility. He knows how to take care of himself and others. He is trained to think quickly

and act quickly in emergency. Therefore, he makes a good soldier, if he is called to fight, just as he makes a good citizen if his duty lies along the ways of peace.

The military training commission of the State of New York accepts scout training as a satisfactory equivalent for the compulsory military training given other boys not members of the organization.

Maj. Gen. Hugh L. Scott says:

> The necessary elementary instruction that every young American should have in order to be prepared to play his part in the national defense can be obtained by his work in the Boy Scouts of America.

An English officer once wrote to Lieut. Gen. Sir Robert Baden-Powell, the founder of the scout movement:

> I say unhesitatingly as an officer on active service that if you offered me to-day the choice between a trained and efficient cadet and a trained and efficient scout as a recruit to my company, I would take the scout any day. Indeed, I would prefer one scout to two cadets, because whereas the scout could be taught platoon and company drill in no time, the cadet could not be taught all that scouting means under several months.

Thousands of former scouts and scout officials served under Gen. Pershing and rendered fine account of themselves, living up to scout ideals of courage, loyalty, and good faith, doing their duty to God and country as pledged by their well-kept oath. They were not especially trained to be soldiers before they entered the Army, but they were especially trained to be men, which is an even better thing.

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